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A recognition of the need for improving vocational and technical education through strengthening the state agency of vocational and technical education led to the development of this instrument for a systematic analysis of state agencies. The three phases of analysis include: (1) a self-analysis by the state agency, (2) a visiting team's reactions to the results of this self-analysis, and (3) a final report of the director of the state agency based on the foregoing which was prepared by a cooperating agency. Guidelines for using the self-rating scale and the visiting team's reactions are presented. Areas and criteria for analysis include: (1) foundation for the agency, its legal basis, its philosophy and objectives, and its organizational structure and relationships, (2) administrative functions of the agency, its financing, planning, directing, and researching, and (3) criteria for individual programs, their organization, financing and staffing. Each of the three phases of the analysis is detailed in sequence and the responsibilities of concerned members are delineated as the analysis proceeds and as the criteria for analysis are provided. (MU)

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Format and Criteria for Analysis of State Agencies For Vocational-Technical Education

September 15, 1968

prepared by:

THE CENTER FOR RESEARCH AND DEVELOPMENT IN STATE EDUCATION LEADERSHIP

Research and Development in Education
Policy, Organization, and Administration

TEACHING RESEARCH DIVISION
Oregon State System of Higher Education

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FORMAT AND CRITERIA FOR ANALYSIS OF STATE AGENCIES FOR VOCATIONAL-TECHNICAL EDUCATION.

September 15, 1968

Prepared By:

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FOREWORD

Certain elements are deemed essential to the successful utilization of this "Format and Criteria for Analysis of State Agencies for Vocational-Technical Education. These include:

1. Someone thoroughly familiar with the theory, intent, and use of this instrument must work closely with the State Agency in applying the instrument. Otherwise the potential value from application of the instrument may not be realized; equally important, mis-use of the instrument could precipitate undesirable effects.

2. Adequate involvement of an institution which is obviously not an integral part of the State Agency (and hence less likely to have [or be thought to have] vested interests or biases) will do much to insure objectivity in The Analysis - and insure the prospects for eventual implementation of change for improvement. The fact and the image of objectivity are equally essential.

Initially, personnel from The Center for Research and Development in State Education Leadership will cooperate in the application of this instrument. As others become familiar with the theory and application, they may well perform this function.

3. Personnel in the State Agencies for Vocational-Technical Education are of course knowledgable in pertinent program areas and cognizant of various fundamental needs. Those cooperating in the application of this instrument should have adequate understandings of vocational-technical education programs and needs - if The Analysis is to be pertinent, adequate, constructive, acceptable and usable.

Because there are various significant differences among the states, no one instrument can be completely appropriate for every situation. When a given state elects to utilize this instrument, personnel from the state agency and The Center should discuss procedures and criteria, pinpoint factors which merit modifications, additions, or deletions - and proceed accordingly.

Allen Lee
Director,
The Center for Research and
Development in State
Education Leadership

Format and Criteria
For Analysis of State Agencies
For Vocational-Technical Education

INTRODUCTION

In recent years there has been nationwide concern about the respective roles of state and federal agencies; the fragmentation of responsibility for education on both state and federal levels; the organization, financing and efficiency of educational institutions; the actual or imagined abdication of some state responsibility for government; the suggested dangers in the growth of federal power centralized in Washington; the use of interstate compacts to solve multi-state problems; and the need for change and improvement in state education leadership.

Many politicians, political scientists and journalists would have us believe that state government is dying. If we go much further, warns Senator Strom Thurmond,". . .in a few years, the states will be nothing more than territories."

Thomas Jefferson warned that the only way to prevent the encroachment of federal power into areas beyond its proper sphere is to strengthen state governments. Many agencies and persons in the Congress, in the U. S. Office of Education and elsewhere have recognized the need to strengthen and improve State Agencies for Vocational-Technical Education, to equip them to fulfill a role best suited to the needs of education in the individual state today.

The Center staff formulated certain assumptions concerning State Agencies for Vocational-Technical Education, and these are embodied in the philosophy which has undergirded and guided the development and implementation of the Plan subsequently described in this document. These assumptions include the following:

1. Many education functions cannot be efficiently and appropriately performed at the local district level, and can best be fulfilled at the state level.

2. Legally, logically, and desirably, the State Agency has the major responsibility for Vocational-Technical Education in the State.

3. Strengthening and improving the State Agency offers the greatest potential for needed improvement of Vocational-Technical Education programs.

4. Evaluations of State Agencies go on continuously, formally, and informally. They evaluate themselves. They are evaluated by a variety of professional educators. The evaluations which determine the functions and the resources of these Agencies are made by the electorate or their representatives in legislatures and governing boards. Evaluations determine the course public education will take.

5. Staff on the State Agency are in optimum position to identify their own strengths and weaknesses; hence, there is need for systematic self-analysis.

6. There is need to "See ourselves as others see us"; hence, competent persons from outside the Agency should be brought in as a Visiting Team to react to the staff's Self-Analysis and make independent observations.

7. An informed and public-spirited staff is potentially the most capable and the most trusted group in a state in the development of policy and program. To approach this potential, there must be a broad vision, many contacts, time for discussion and reflection, and willingness to boldly assume initiative.

8. An evaluation should be realistic, not defensive. It should be geared to State needs, not the desire of individual staff members.

9. A state's lay policy-makers should know about the Analysis activity, and should be kept informed of progress so that findings and recommendations will not come as a complete shock to them.

10. An activity (Analysis) such as hereafter described should lead to requests for approval, for personnel and for funds to do the job that needs to be done.

The objective of this Plan is to improve Vocational-Technical Education through strengthening and improving the State Agency, its organization and administration. The intent is to get the greatest possible benefits to education in the expenditure of available tax dollars.

The procedures as described hereafter provide for the Final Report to be made to the State Director. Information regarding the Analysis of the State Agency for Vocational-Technical Education should be disseminated at the discretion of the State Director (only).

Allen Lee

DEFINITIONS

Administration (The)

The Director of the State Agency for Vocational-Technical Education.

Agency (The)

The State Agency for Vocational-Technical Education

Analysis (The)

The combined results of the activities of the Staff, the Visiting Team, and The Center for Research and Development in State Education Leadership (Teaching Research Division, Oregon State System of Higher Education)

Board (The)

The body of persons usually known as the "State Board for Vocational Education" with certain control over the state Agency for vocational-technical education. The membership may or may not be identical with that of the State Board of Education

Center (The)

The Center for Research and Development in State Education Leadership (an integral part of Teaching Research, A Division of the Oregon State System of Higher Education)

Cooperating Agency (The)

The outside agency or institution which cooperates with the State Agency for Vocational-Technical Education, supplies technical knowledge concerning application of this instrument (Format and Criteria) for analysis, provides the essential objectivity for The Analysis, supplies one of the Co-Chairmen, and in general coordinates the three phases of The Analysis.

The "Cooperating Agency" is currently The Center for Research and Development in State Education Leadership. Note the preceding Introduction.

Reports (listed in order of development):

1. Preliminary Report (The)

The reports of the several Staff Committees (after they have been reviewed by the Staff and reflect Staff consensus) are combined into one document which is mailed to The Center. This is the "Preliminary Report" (of the Staff Self-Analysis).

2. Visiting Team Report (The)

The Center receives the Preliminary Report (# 1 above), studies it, and causes it to be carefully reviewed by the Visiting Team. When the Visiting Team's reactions are formalized, these become "The Visiting Team Report."

3. Self-Analysis Report (The)

The Staff has the opportunity to reconsider its "Preliminary Report" (# 1 above) in light of the Visiting Team Report (# 2 above). The Staff then has the privilege of revising, deleting, or adding to its Preliminary Report. The product of this reconsideration is labeled "The Self-Analysis", and is transmitted to the Cooperating Agency for use with the Visiting Team and in connection with the final report of The Analysis to be prepared by the Cooperating Agency and subsequently submitted to the State Director.

4. Report of the Analysis (The)

The Cooperating Agency combines the Self-Analysis Report and the Visiting Team Report along with specific recommendations (and suggestions re timing, procedures and probable costs) into one document which is ultimately transmitted to the State Director. This is the "Report of the Analysis".

Staff (The)

Professional members of the State Agency for Vocational-Technical Education.

OVERVIEW AND MAJOR STEPS IN UTILIZING TPE FORMAT AND CRITERIA

OVERVIEW

One may better understand his own role and responsibilities in a given undertaking if these are shown in context with those of others having related roles and responsibilities. The overview or outline which follows is presented with this in mind.

The Plan for analysis of the State Agency for Vocational-Technical Education has three major parts, each of which is uniquely distinctive and essential. These are:

I. Self-Analysis by the State Agency for Vocational-Technical Education (the foundation for the Overall Analysis and the major responsibility of the Co-Chairmen).

II. Visiting Team Reactions to the Agency's Self-Analysis (directed by The Center).

III. The Final Report to the Directory (prepared by The Center). This should consist of:

A. A summary of the Self-Analysis (Item I. above)
B. A summary of the Visiting Team reactions to the Self-Analysis Report. (Item 2 above)
C. Specific recommendations, with suggestions such as timing, procedures and probable costs.

Major Steps

1. A person from the Agency and one from The Center should serve as Co-Chairmen of the Self-Analysis phase of The Analysis.

2. The Co-Chairmen confer with the Agency Director and The Center Director for mutual orientation purposes.

3. A Steering Committee composed of Staff members is designated by the Director of the Agency.

4. The Steering Committee is appointed by the Director of the Agency.

5. There are Department Staff orientation sessions as needed.

6. The Steering Committee appoints Department Staff Committee members for various assignments.

7. Staff Committees are to be oriented (by the Co-Chairmen).

8. A time schedule is agreed upon by the Steering Committee and the Co-Chairmen.

9. Members of a Visiting Team should be identified and recruited (The Center).

10. The Visiting Team is oriented by The Center.

11. Individual Staff Committees function.

12. Staff concensus is achieved by the several staff committee (and the Steering Committees) interacting under the direction of the Co-Chairmen of the Self-Analysis.

13. A Preliminary Draft of the Self-Analysis Report is formulated under the direction of the Co-Chairmen and submitted to The Center.

14. Copies of the Preliminary Report are studied by The Center.

15. The Center discusses the Preliminary Report with the Visiting Team and causes them to study it.

16. The Visiting Team confers with the Department staff, makes observations, formulates reactions, achieves consensus, and develops a Visiting Team Report.

17. The significant reactions of the Visiting Team are transmitted through The Center (preferably in group discussion) informally to the Steering Committee.

18. The Staff (of the Agency) reconsiders the Preliminary Report of the Self-Analysis, in the light of the Visiting Team reactions, and finalizes the Staff Self-Analysis Report, which is then transmitted to The Center.

19. The Center staff prepares a tentative draft of the Report of the Analysis (summary of the Self-Analysis, summary of the Visiting Team reactions, specific recommendations, etc.).

20. The Center staff reviews the tentative draft with the Director of the Agency.

21. The Center staff finalizes the Report of the Analysis of the State Agency for Vocational-Technical Education and transmits it to the Director (only).

22. The Director of the State Agency for Vocational-Technical Education has the prerogative for final approval concerning organization of the Analysis, personnel to be involved in the various activities, procedures, release of information, and actions to be implemented. He is an ex-officio member of the Steering Committee.

The reader is referred at this time again to the Foreword which precedes the Introduction. Note also the assignment of responsibilities for the Co-Chairmen (page 1), for the Staff Committees (page 5) and for The Center (pages 6 to 7).

For adequate understanding and conduct of assigned responsibilities, each person or group involved in The Analysis must be aware not only of his own responsibilities but those of others as well.

Intentions and efforts are to conduct the Analysis in such a constructive, cooperative, interdisciplinary, and discerning manner, involving many knowledgable and concerned persons, as to achieve a degree of agreement and willingness (desire) to implement the recommendations which will be made in this Report submitted to the Director.

The Center will be available upon request from the Agency Director, to discuss or elaborate upon any facet of The Report of the Analysis of the State Agency for Vocational-Technical Education.

Obviously, the determination of what implementation, if any, is to occur rests with the Director and his co-workers.

PART I: THE SELF-ANALYSIS OF THE STATE AGENCY FOR VOCATIONAL-TECHNICAL EDUCATION

A. Responsibilities Of The Co-Chairmen

These two persons constitute the lifeline of the Self-Analysis phase of the overall Analysis of the State Agency. Perhaps the most vital responsibilities of the Co-Chairmen are to maintain close liaison at all times with the Director and The Center respectively, and to maintain continual interaction and communication with and between the Steering Committee and the Staff Committees. In addition, they have primary responsibility to insure:

1. That all aspects of the Self-Analysis proceed in an orderly, systematic, worthwhile, expeditious, and generally desirable manner.

2. That "trouble spots" or problem areas are identified quickly and prompt action taken to resolve these.

3. That the Steering Committee and Staff Committees are correctly and adequately oriented, that these function somewhat uniformly, and on schedule.

4. That Staff Committee reports are properly prepared and reviewed by the individual Staff Committees and by the Staff Committees collectively with the Steering Committee.

5. That the Preliminary Report of the Self-Analysis is truly representative of Staff thinking, rather than just that of a single Staff Committee.

6. That the Preliminary Report is completed and is submitted on schedule to The Center.

7. That the Visiting Team Report (reactions to the Preliminary Report) is adequately communicated to and considered by the Staff.

8. That the Self-Analysis Report represents the consensus of the Staff and is completed and submitted to The Center on schedule.

9. That a realistic schedule for the Self-Analysis is developed and adhered to.

10. That necessary precautions are taken to preclude release of any results of The Self-Analysis or other phases of The Analysis of the State Agency prematurely or through any channel other than the Director.

11. That anonymity of responses (to all aspects of the Self-Analysis) is maintained at all times. Appraisals should be identified only as Staff appraisals, and not as appraisals of the Steering Committee or a particular Staff member.

12. That all aspects of the Self-Analysis are conducted on a <u>constructive</u> basis at all times.

13. That appropriate staff are appropriately involved in the Self-Analysis.

14. That any oversights, and especially those which may be the responsibility of the Agency Director or The Center are promptly called to the attention of those concerned.

15. That the Agency Director and The Center assist with orientation of the Steering Committee.

16. That adequate facilities are available for Visiting Team activity (phone, secretarial, duplicator services, meeting rooms, chalkboard, etc.).

17. That assistance is given to Visiting Team members in arranging conferences with Staff.

18. That necessary materials such as those indicated under the following item are systematically assembled (possibly put in notebooks with index tabs) and provided to The Center with the Preliminary Report (for subsequent distribution to the Visiting Team by The Center).

19. To secure, prepare, or bring about the preparation of:

a. A brief statement of the legal basis for the Agency

b. A brief statement of the philosophy and objectives of the Agency

c. An organizational chart of the Agency

d. A brief listing and description of advisory groups

e. A copy of any existing information on Agency policies

f. A copy of the Agency salary schedule, and personnel policies and provisions

g. An outline of existing provisions or procedures for preparation and distribution of information pertaining to Agency plans, reports, and activities

h. A brief description of internal supporting services such as financial, statistical, graphic arts, consultant, etc.

i. Individual staff information (vitae)

j. A chart showing staff organization for each program

k. A list of names and titles of each staff member for each program

l. A list of Agency programs which should be analyzed.

B. Responsibilities of The Steering Committee

This vital Committee should work closely with the Co-Chairmen in discharging mutual and respective responsibilities. The Steering Committee has, as its area of major concern, the successful conduct of the Self-Analysis phase of the Analysis. It should function as its name implies 'steering' the Self-Analysis. It should:

1. Advise the Co-Chairmen in discharging their respcnsibilities

2. Serve as eyes, ears, and spokesmen to expedite the Self-Analysis in general

3. Formulate a time table including recommended dates for:

a. The orientation of the Staff regarding the Analysis of the Agency

b. The orientation of Staff Committees in regard to details of the Self-Analysis

c. The submission of Committee reports to the Steering Committee

d. Completion of the Preliminary Report of the Self-Analysis and its submission to The Center

e. The work of the Visiting Team

f. Review of the Visiting Team Report

g. Completion of the Self-Analysis Report and submission of the Self-Analysis Report to The Center.

h. Other events

4. Designate some of the Steering Committee membership to serve as Staff Committees for:

a. The Legal Basis for the Agency

b. The Philosophy and Objectives of the Agency

c. The Organizational Structure of the Agency

5. Designate Agency staff to serve on committees and the various program committees indicated under PART I. C. which follows.

6. Keep the Agency staff advised of the direction and progress of The Analysis.

7. Make suggestions which the Co-Chairmen may communicate to The Center for the selection of Visiting Team members.

8. Conduct meetings for the purpose of achieving staff consensus, so the Preliminary (and also the Self-Analysis) Report will represent Staff rather than merely individual committee consensus.

9. Become familiar with the Visiting Team Report or especially those reactions which are in conflict with appraisal in the Preliminary Report.

10. Assist the Co-Chairmen as requested and advisable.

C. Responsibilities Of The Staff Committees

Committees made up of members of the Agency actually represent the major fountain of knowledge which the Self-Analysis phase of this study is designed to tap, and which is essential to both the identification and implementation of desirable change to strengthen and improve the Agency. Adequate functioning of these Staff Committees may well be the most influential factor in the success of this venture. Each of these Committees should:

1. Elect or have designated one member to serve as Chairman.

2. Organize as efficiently as possible to perform assignments and meet the time schedule.

3. Review and carefully study the criteria suggested for its assigned area of responsibility (PART I.C.).

4. Revise, add to, or delete each criterion until these are deemed appropriate and complete for the task at hand.

5. Discuss their appraisals among themselves, but under no circumstances with outsiders.

6. Arrange for all Staff Committee reports to be unsigned. Each Committee member should make an appraisal (reply) to each criterion, and transmit this (also unsigned) to his Committee chairman.

7. Arrange for all results of Staff Committee work to be kept anonymous so far as individual opinions are concerned.

8. See that individual Committee member reports are presented to the Committee Chairman to achieve consensus of the Committee, then to the Steering Committee Chairman to achieve staff consensus and to develop a Preliminary Report which will be delivered to The Center for subsequent use with the Visiting Team (for its reactions).

9. See that Visiting Team reactions to the Staff Preliminary Report are communicated to the Staff, after which the Staff (through the Steering Committee and with the aid of the Co-Chairman) prepares a Report of the Self-Analysis, which in turn will be incorporated as one of three parts of an overall report which the Center will prepare and submit to the Director of the Agency for his consideration and disposition.

D. Responsibilities of The Center

The Center for Research and Development in State Education Leadership designed this instrument (Format and Criteria for Analysis) and should therefore be in optimum position to assist others in its use. The Center has one overall responsibility to coordinate the three phases of The Analysis (Self-Analysis, Reactions of the Visiting Team, and preparation of the final Report of The Analysis, note page of the Overview). The Center also:

1. Provides detailed orientation for all those involved in the Self-Analysis.

2. Actually recruits and directs the activities of the Visiting Team (phase two of the Analysis).

3. Prepares the Final Report of The Analysis and presents it to the Agency Director.

Pertinent and more detailed responsibilities of The Center are to:

a. Confer as necessary with the Director and other staff of the Agency.

b. Orient Agency Staff in general with the various intricacies of The Plan for Analysis of the State Agency.

c. Designate one of the two Co-Chairmen for the Self-Analysis phase of The Analysis.

d. Insure that the Co-Chairman designated by The Center is in position to perform the functions essential to his assignment.

e. Identify (in conference with the Director and his staff) desirable membership for the Visiting Team, and recruit the Team.

f. Receive the Preliminary Report of the Self-Analysis and study it.

g. Orient the Visiting Team.

h. Transmit the Preliminary Report to the Visiting Team, make certain it is studied by and discussed with the Visiting Team.

i. Oversee the work of the Visiting Team (note PART II of this Plan).

j. Oversee the preparation of the Visiting Team's Report (reactions).

k. Receive the Visiting Team Report and study it.

l. Communicate significant reactions of the Visiting Team to the Agency Director and appropriate Staff.

m. Receive the final Report of the Self-Analysis and study it.

n. Prepare a tentative draft of the Report of the Analysis of the State Agency for Vocational-Technical Education including a summary of the Self-Analysis Report, a summary of the Visiting Team Report, specific recommendations and suggestions on timing, procedures, and probable costs.

o. Discuss the tentative draft (above) with the Agency Director.

p. Prepare a final draft of The Analysis and deliver copies to the Director of the Agency.

E. Instructions For The Self-Analysis Phase And The Use Of Symbols

On pages which follow, are included the several areas for analysis of the Agency. Under each of these areas are listed a number of criteria. Instructions for each Staff Committee include the following steps:

1. Initially, the Staff Committee which has been assigned the responsibility for a given area should read through the entire list of criteria for the area in question.

2. Next the Staff Committee should consider each individual criterion per se, and reflect upon its appropriateness.

3. If the criterion is deemed (by the Staff Committee) appropriate as stated, (and this will be true in most instances), then the criterion should be left unaltered.

4. If, for some reason, the Staff Committee should agree that some change (additions, deletions, or revisions) in the wording of the criterion would make it more appropriate for use in their assignment, then the Steering Committee should make such changes as it deems in order (subject to approval by the Center.

5. When each criterion has been considered as suggested above, the Staff Committee members should proceed, individually, to make their analysis for each criterion. This should be done by placing a symbol in the appropriate place opposite each criteria.

NOTE

To the right of each criterion are two lines. The first is for the Agency Committee analysis. The second is for subsequent Visiting Team reactions.

6. After each Staff Committee member has made (individually) his analysis of the existing situation or conditions for each criterion, then the Committee should convene and reach a consensus rating for each criterion.

7. The Staff Committee should prepare one copy of the Staff Committee's consensus, and this should be reported as requested by the Steering Committee Chairman.

8. After each Staff Committee report has been reviewed (as deemed advisable by the Steering Committee) and a consensus of agreement reached by the Staff, all of the Committee reports should be combined (in the special volume which will be provided by The Center) and will then constitute the Preliminary Report of the Self-Analysis.

9. The Co-Chairman representing the Agency should mail this to The Center

10. Subsequently, The Center will study the Preliminary Report, ascertain Visiting Team reactions, and communicate these to the Steering Committee.

11. Subsequently, the Steering Committee will confer (as it deems appropriate) with Staff Committees in light of the Visiting Team reactions and develop a Report of the Self-Analysis (which may or may not differ appreciably from the Preliminary Report). Accordingly, this step may or may not involve formal staff meetings.

Following are explanations of symbols to be used by Staff Committees and these in turn are followed by "Areas and Criteria for the Self-Analysis".

Symbols for Staff Committee Use:

Symbol	Analysis of Provisions or Conditions
E	Excellent
VG	Very Good
G	Good
S	Satisfactory
F	Fair
P	Poor
M	Missing and Needed
N	Missing but not Needed

Symbols for Visiting Team Use:

Symbol	Visiting Team Reactions
S	Would have given the same rating
+	Would have given a higher rating
-	Would have given a lower rating
0	Not rated

F. Areas And Criteria For Analyses

1. Foundation for the Agency

a. The Legal Basis for the Agency

Criteria	Staff Comm. Anal.	Visit Team React.
1. State statutes adequately provide for an Agency and an Agency Director responsible for administering the State Program of Vocational-Technical education and for executing laws, rules, and regulations governing the Agency.	_____	_____
2. State statutes provide for a suitable administrative structure that fits the Agency for its leadership role in Vocational-Technical education . . .	_____	_____
3. State statutes have made adequate provision to promote and assure a workable cooperative relationship between general education and Vocational-Technical education.	_____	_____
4. The State and its legally constituted Agency clearly assume the responsibility for seeing that the Vocational-Technical educational needs of the State are met	_____	_____
5. State statutes are sufficiently flexible to permit changes in the Agency pattern of organization for meeting new conditions and attaining the most efficient organization.	_____	_____
6. State school laws are sufficiently well-codified and free from problems of interpretation so that they form an excellent basis for use by all concerned.	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
7. Responsibility for the conduct of local public education is delegated to local school districts.	_____	_____
8.		
9.		
10.		

(Note next page)

In an over-all appraisal of the effectiveness of the Legal Basis for the Agency the assigned Staff Committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

b. Philosophy and Objectives of the Agency

Criteria	Staff Comm. Anal.	Visit. Team React.
1. The Agency maintains a written statement of philosophy and objectives that is periodically reviewed and revised as necessary by the staff and administration.	_____	_____
2. The Agency perceives its major role and function to be one of providing vocational-technical educational leadership to the schools of the state	_____	_____
3. The Agency contributes significantly to the improvement of vocational-technical education and to education generally	_____	_____
4. The Agency is impartial and consistent in the application of policies and regulations.	_____	_____
5. The Agency encourages the maximum local autonomy consistent with effective educational programs.	_____	_____
6. All major related social issues, including civil rights, are concerns of the Agency	_____	_____
7. Close working relationships are maintained by the Agency with all other areas of education.	_____	_____
8. Close working relationships are maintained by the Agency with institutions of higher education. . . .	_____	_____
9. The regulation function of the Agency is no greater than that required to assure compliance with State and Federal regulations	_____	_____

Criteria	Staff Comm. Anal.	Visit. Team React.
10. The Agency recognizes the contribution of independent, private, and parochial schools.	_____	_____
11. As a matter of practice and philosophy, the Agency can and does frequently waive requirements expressed as minimum standards to encourage worthwhile research and experimentation.	_____	_____
12.		
13.		
14.		

(note next page)

In an over-all appraisal of the effectiveness of the Philosophy and Objectives of the Agency the assigned Staff Committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

c. The Organizational Structure of the Agency and Its Relationship to Other Agencies

Criteria	Staff Comm. Anal.	Visit. Team React.
1. The organizational pattern of the Agency is simple, flexible and adaptable to existing and developing needs.	_____	_____
2. The Agency Staff and its competencies are used to best advantage in rendering professional services.	_____	_____
3. The Agency coordinates its activities closely with other state Agencies and with federal agencies concerned with education.	_____	_____
4. The administrative officers of the Agency are adequately involved in policy decision.	_____	_____
5. The potential effect upon various facets of education is considered before policy recommendations are made.	_____	_____
6. The Administration has sufficient autonomy to carry out the objectives of the Agency within the framework of established policies	_____	_____
7. The number of persons reporting to each supervisor is small enough to permit the development of satisfying working relationships on a person to person basis	_____	_____
8. There is readily available, a formal organizational chart which clearly defines the duties, responsibilities and working relationships within the Agency	_____	_____
9. In exercising the responsibilities assigned him, each individual regularly reports to and receives direction from a single, clearly identified colleague . .	_____	_____

Criteria	Staff Comm. Anal.	Visit. Team React.
10. Sufficient authority is delegated to Staff members to permit them to carry out their assigned responsibilities. . .	_____	_____
11. Effort is made to keep the responsibilities assigned to any one individual as homogenuous as possible	_____	_____
12. The number of professional staff (actually employed) is adequate to carry out the objectives of the Agency	_____	_____
13. Major responsibilities of the Agency are identified and accounted for in the organizational chart	_____	_____
14. The responsibilities for recommending and for approving allocation of funds are clearly defined and specifically assigned	_____	_____
15. The organizational pattern of the Agency is conducive to effective coordination among staff members in program development and operation in areas of joint responsibility	_____	_____
16. The Agency has one or more persons whose chief responsibility is program development and curriculum development .	_____	_____
17.		
18.		
19.		

(note next page)

In an over-all appraisal of the effectiveness of the Organizational Structure of the Agency the assigned Staff Committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

2. Administrative Functions of the Agency

a. Agency Policy Formulating

Criteria	Staff Comm. Anal.	Visit Team React.
1. The State Board responsible for Vocational-Technical education understands that its primary role is policy making and differentiates this from administration.	____	____
2. The State Board and the Superintendent of Public Instruction and/or the Agency Director, as the case may be, clearly understand their separate responsibilities	____	____
3. The State Board and the Superintendent of Public Instruction and/or the Agency Director, as the case may be, seek the advice of groups that would be affected by policies adopted.	____	____
4. The Agency Director recommends in writing items for which policy should be established or revised. If he is responsible directly to the Board, he makes his recommendations direct to the Board. If he is responsible to the State Superintendent of Public Instruction he makes his recommendations to and through the Superintendent.	____	____
5. New policy statements are systematically codified, indexed, and promptly distributed to all affected boards or interested parties	____	____
6. Proposals for policies or revisions are planned in anticipation of the state's needs or before potential problems arise.	____	____

Criteria	Staff Comm. Anal.	Visit Team React.
7. The Agency staff is given opportunity to participate in policy functions . . .	_____	_____
8. The Agency staff accepts an active responsibility for initiating, developing and reviewing policy.	_____	_____
9. Established policies provide for variations for unusual circumstances . .	_____	_____
10. The effective date of a new policy is set far enough in advance to allow those affected to make necessary adjustments.	_____	_____
11.		
12.		
13.		

(Note next page)

In an <u>over-all appraisal</u> of the effectiveness of <u>Agency Policy Formulating</u> the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

b. Agency Staffing

Criteria	Staff Comm. Anal.	Visit Team React.
1. There is a clear and concise job description which defines the duties and responsibilities for each position.	_____	_____
2. The profession is informed about positions to be filled and given directions for making application	_____	_____
3. Persons considered competent are encouraged to apply	_____	_____
4. Staffing is regarded as one of the most important administrative functions	_____	_____
5. Applicants are interviewed by appointing officers as well as by some of the persons who will work directly with the new employees	_____	_____
6. Applicants are fully informed about personnel administration practices, appraisal of work, expectations of and provision for further training, opportunity and obligation to attend professional meetings, salary schedules, opportunities for advancement, etc.	_____	_____
7. The beginning salary and salary increments are sufficient to attract qualified applicants.	_____	_____
8. Staff members with similar responsibilities receive comparable pay.	_____	_____
9. The primary consideration in selecting new employees is their ability to perform the required services.	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
10. There is no discrimination based on personal characteristics such as religion or ethnic background.	_____	_____
11. The selection process includes a review of the applicant's personal characteristics.	_____	_____
12. The selection process includes a review of the applicant's educational background and experiences.	_____	_____
13. The selection process includes a review of the applicant's demonstrated ability to write and speak effectively	_____	_____
14. The selection process includes a review of the applicant's history of working relationships with the profession and laymen.	_____	_____
15. There is provision for staff members to obtain leaves for professional purposes.	_____	_____
16. There are adequate clerical services. . .	_____	_____
17. The number of Staff members is sufficient to perform the services required of the Agency.	_____	_____
18. The efficiency of the Agency is not damaged by the amount of turn-over in the Staff	_____	_____
19. There is a planned and systematic orientation of all new employees with the responsibility for this service clearly assigned.	_____	_____
20. There are planned in-service programs for Staff members.	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
21. There are regular and called meetings of supervisors of programs with the Director or his Assistant, with minutes kept.	____	____
22. There is mutual respect, good working relationships, and adequate communication among the units in the Agency	____	____
23. Staff members regularly report to their supervisors in regard to their work	____	____
24. Staff members within individual units participate in reviewing current programs and in developing new programs	____	____
25. Appointments are made from within the Staff to fill vacancies when qualified individuals are available.	____	____
26. Transfers are made only after being discussed with the individual involved.	____	____
27. Information in each employee's personnel file is confidential and available only to the employee and to the responsible Administrative staff.	____	____
28. On personnel matters the Administration deals with each employee on an individual basis	____	____
29. The lines of communication are observed in channeling communications on personnel matters so that all persons involved are adequately informed	____	____

Criteria	Staff Comm. Anal.	Visit Team React.
30. Adequate time is available to Administrators of programs for personnel management.	_____	_____
31. Supervisors discuss with their Staff individuallly, the quality of their work and encourage Staff members to react to the discussion. . . .	_____	_____
32. Staff members are not dismissed without being given proper opportunity to discuss the cause for the contemplated dismissal and the dismissal does not occur until efforts to adjust the employee have failed.	_____	_____
33. The personnel policies under which the Agency operates are clearly stated, compiled in convenient form and available to all interested persons	_____	_____
34.		
35.		
36.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Staffing the assigned Staff Committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

c. Agency Financing

Criteria	Staff Comm. Anal.	Visit Team React.
1. The Director considers the requests of unit chiefs before finalizing the budget request for the Agency.	_____	_____
2. The budget request for the Agency is supported by sufficient data and narrative to justify it.	_____	_____
3. Clear and concise fiscal summaries are made periodically.	_____	_____
4. Standards for the allocation of use of capital outlay funds are clearly stated and readily available . .	_____	_____
5. Any revisions necessary to administer the annual budget are made or approved by or through the Director	_____	_____
6. Educational activities for which the Agency has the authority to distribute funds are approved for reimbursement only if the activities meet the established minimum requirements	_____	_____
7. The responsibility for administering the various budgets within the Agency is clearly defined and specifically assigned.	_____	_____
8. All Agency staff members who handle money are adequately bonded . . .	_____	_____
9. The policies on fiscal management are clearly stated and available to all interested persons	_____	_____
10. Staff members who administer various budget items are promptly informed of revisions which may affect their programs	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
11. The budget items for instructional programs are developed cooperatively with the educational specialists concerned.	_____	_____
12. The division of responsibility between Staff members involved in fiscal control and those who administer educational programs is clearly defined and generally understood	_____	_____
13. Channels for developing and securing approval of the Agency budget are clearly defined and appropriate.	_____	_____
14. The State Director has responsibility for final reviewing, approval and submission of the budget	_____	_____
15.		
16.		
17.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Financing the assigned Staff Committee should summerize briefly its perception:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

d. Agency Planning

Criteria	Staff Comm. Anal.	Visit Team React.
1. The staffing pattern of the Agency has been developed with due consideration to the legal responsibilities, philosophy, and objectives of the Agency.	____	____
2. The Agency has long-range goals for statewide needs for (1) professional staff development, (2) instructional program development and (3) fiscal support. . . .	____	____
3. The Agency's long-range plans include statewide needs for (1) professional staff development, (2) instructional program development and (3) fiscal support.	____	____
4. The Agency develops long-range plans for meeting the vocational-technical needs as a guide to school districts in planning their programs. . .	____	____
5. Provision is made in the planning process for the advice and consultation of representatives of local educational agencies, laymen, and specialists both from general education and from vocational-technical education.	____	____
6. Provision is made for regular review of Agency operating policies to adjust to changing conditions and needs of the state.	____	____
7. State guides for local vocational-technical instructional programs are cooperatively developed by the Agency and local district educators using special consultants as needed. . .	____	____

Criteria	Staff Comm. Anal.	Visit Team React.
8. State plans for local vocational-technical programs are cooperatively developed and they state in precise, clearly written form the minimum standards for state approval.	_____	_____
9. The Agency provides leadership in the development of educational programs for urban and rural areas with unique problems and for drop-outs and adults	_____	_____
10. The Agency plans cooperatively with other agencies that have an over-lapping interest in educational programs, health and employment security.	_____	_____
11. Supervisory personnel from the state level are regularly available to suggest, promote, and to assist local schools and communities in evaluating and implementing changes and/or new programs in vocational-technical opportunities. . . .	_____	_____
12.		
13.		
14.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Planning the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

e. Agency Coordinating

Criteria	Staff Comm. Anal.	Visit Team React.
1. The basic operating policies and procedures for instructional program areas in the Agency are developed cooperatively with local educational personnel and are provided in written form for use by both state and local educators. . . .	_____	_____
2. There is evidence of mutual respect and good working relationships between the Agency and the institutions of higher education that provide teacher education programs	_____	_____
3. There is mutual respect, understanding, and good working relationships among the various agencies involved in the certification of teachers.	_____	_____
4. The Staff works cooperatively in developing, promoting and implementing at the local instructional level an expanded and improved program of occupational information and guidance services for youth.	_____	_____
5. Joint program efforts of the Agency are coordinated through committees with the specific fields affected being represented. . . .	_____	_____
6. The characteristics of an effective program are defined or clarified by the Staff and opportunities for flexibility and choice are provided to local educational agencies	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
7. The Agency organization provides for close coordination of the vocational-technical program with other educational programs.	_____	_____
8. Staff members responsible for developing or approving building plans work closely with program specialists and those responsible for compliance with minimum standards.	_____	_____
9. There are good active working relationships between the Agency and other agencies such as business and labor, the Employment Service, Welfare programs and others concerned with manpower training and development .	_____	_____
10.		
11.		
12.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Coordinating the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

f. Agency Directing

Criteria	Staff Comm. Anal.	Visit Team React.
1. Staff activities are guided by the philosophy that the administration of schools is the responsibility of local school administrators, with the principal function of the state staff being consultative and advisory.	_____	_____
2. The Staff recognizes and cooperatively functions within the framework of the Agency organizational pattern.	_____	_____
3. The Staff members have their work contacts with local administrators and work through them in making teacher contacts.	_____	_____
4. The Staff works with local schools in promoting, conducting and evaluating pilot programs	_____	_____
5. The Staff applies policies impartially in dealing with local school districts.	_____	_____
6. The Agency recognizes that its major role is in <u>leadership</u> with regulation kept to the minimum that law and state regulations permit . .	_____	_____
7. The Staff works with local schools in making periodic evaluations of their programs.	_____	_____
8. The Staff recognizes that a primary function of state level directing is to aid in providing in each school district the most effective teaching-learning situation	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
9.		
10.		
11.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Directing the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

g. Agency Communicating

Criteria	Staff Comm. Anal.	Visit Team React.
1. The attitude and practices of the Administrative officers encourage the free exchange of information and ideas between Staff members.	_____	_____
2. Frank and open discussion of mutual problems on a face-to-face basis is generally regarded as the most effective means of communication among people	_____	_____
3. Staff meetings are held at regular intervals with a carefully planned agenda of general interest to those attending.	_____	_____
4. The Director assumes over-all responsibility for public relations. . .	_____	_____
5. There is a planned procedure for informing local school districts of new policies and of revisions to old policies	_____	_____
6. Regular press releases are provided to state and local newspapers.	_____	_____
7. The Agency keeps abreast of education news throughout the state through a clipping service or some similar device	_____	_____
8. There is a planned program for keeping the Legislature and the executive branch of the state government informed about the accomplishments and the needs of vocational-technical education throughout the state	_____	_____
9. Appropriate professional education organizations are included among the special groups to be kept informed through the public relations program . .	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
10. Advisory committees are regarded as an essential part of the Agency's communication system.	_____	_____
11. Effort is made to balance the membership of the advisory committees so that all interested groups are represented	_____	_____
12. Members of the advisory committees receive official confirmation of their appointment from an appropriate authority	_____	_____
13. There is available a set of operating policies which define the role of advisory committees, the duties and responsibilities of members, and the relationship of the committees to the Agency	_____	_____
14. Each meeting of the advisory committee utilizes a carefully planned agenda which has been submitted to the membership prior to the meeting	_____	_____
15. The deliberations of the committee are edited and recorded in the official minutes of each meeting.	_____	_____
16. Appropriate recognition is given to lay members for service on advisory committees	_____	_____
17. The responsibility for liaison with each advisory committee is specifically assigned to an appropriate Staff member.	_____	_____
18. The disposition of all recommendations made by the committee is reported back to the membership	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
19. Pertinent information from federal and state agencies is abstracted and disseminated by the Agency to local educational agencies and other appropriate groups.	_____	_____
20. The Agency prepares reports of its program and activities and disseminates them to the general public.	_____	_____
21.		
22.		
23.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Communicating the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

h. Agency Promoting Functions

Criteria	Staff Comm. Anal.	Visit Team React.
1. The Agency maintains or has available to it an up to date library of educational materials, courses of study, research reports, publications of the Agency, guidance and testing materials.	_____	_____
2. The responsibility for promoting is specifically assigned, but all Staff members recognize their individual responsibilities.	_____	_____
3. The Agency recognizes effective public relations must be concerned with information designed for specific groups in addition to that designed for general consumption . .	_____	_____
4. The Agency recognizes that its major role is in leadership with regulation kept to the minimum that law and state regulation permit.	_____	_____
5. The Agency encourages the establishment of curriculum development workshops and provides consultant services for them.	_____	_____
6. The Agency provides consultants to assist local districts in planning educational activities such as program organization, operation, and administration and provides acceptable standards in these areas.	_____	_____
7. The Agency plans definite promotional activities to provide better communication and understanding between local districts and the Agency (Conferences, publications, news letters).	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
8. The Agency uses lay advisory committees.	_____	_____
9. The Agency encourages local districts to use lay advisory committees.	_____	_____
10. The Agency encourages and supports the study of manpower and human resources needs at both the local and state levels.	_____	_____
11. In its promotional activities the Agency maintains a proper balance of emphasis on school consultants, enrollees, drop-outs and adults	_____	_____
12. The Agency encourages the development of area schools and provides consultants services to assist in this effort	_____	_____
13.		
14.		
15.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Promoting the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

i. Agency Researching Functions

Criteria	Staff Comm. Anal.	Visit Team React.
1. There is a planned program for reviewing, abstracting and disseminating pertinent research reports to the schools of the state and the teacher education schools.	_____	_____
2. There is a representative and functioning advisory committee in regard to research activities	_____	_____
3. There is planned and systematic communication between the Agency and those individuals in the institutions of higher education who do educational research.	_____	_____
4. The Agency regards research as an essential part of sound planning and development.	_____	_____
5. The Agency does continuing research to identify trends and problems and to provide current data on enrollment, costs, investments in facilities, programs of instruction being offered, teacher supply, and projected needs. . .	_____	_____
6. Innovations based on research findings are field tested before being recommended for general use. . . .	_____	_____
7. The Agency identifies areas of needed research and encourages institutions of higher learning to do research	_____	_____
8. Research studies sponsored by the Agency are carefully selected and well structured.	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
9. The Agency studies the effectiveness of the school district vocational-technical program as a basis for meeting the educational needs of the pupils of the state.	_____	_____
10. The Agency effectively studies the financial provision by state and local districts of the state to determine the extent to which the district may be able to provide a proper vocational-technical educational program.	_____	_____
11.		
12.		
13.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Researching the assigned Staff Committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

j. Agency Supporting Services

Criteria	Staff Comm. Anal.	Visit Team React.
1. The Agency is adequately housed for effective functioning.	_____	_____
2. The office facilities are well-lighted and provide a desirable working climate.	_____	_____
3. The office facilities permit effective grouping of Staff members to effect efficient performance of their respective duties in relation to those with whom they must most frequently cooperate	_____	_____
4. Adequate and convenient provision has been made for large and small group conferences.	_____	_____
5. The office facilities permit arrangements conducive to maximum use of central resource materials and equipment.	_____	_____
6. The Agency Staff has ready access to necessary supplies and resource materials.	_____	_____
7. The Agency has available to it the use of necessary time saving equipment to facilitate maximum production	_____	_____
8. The Agency is conveniently linked for rapid communication within the Agency and with other state agencies related to or responsible for state educational activities	_____	_____
9. The Agency has, or has access to and use of, adequate production equipment and services of quality.	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
10. The Agency has adequate and prompt mailing service.	_____	_____
11. Adequate professional and supporting staff in the graphic arts are provided	_____	_____
12. Adequate professional and supporting staff in the statistical field (or in statistics) are provided	_____	_____
13. The Agency recognizes that sometimes supporting services can be more efficiently provided by outside sources, and it makes effective use of these channels.	_____	_____
14.		
15.		
16.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Facilities and Equipment the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

3. Criteria For Each Program of the Agency

a. General Criteria for the Program

	Staff Comm. Anal.	Visit Team React.
1. There is a written statement of philosophy and objectives of the program that is periodically reviewed and revised.	_____	_____
2. Staff perceive their major role and function to be one of providing leadership.	_____	_____
3. Staff contribute significantly to the improvement of the Program at the local level.	_____	_____
4. Staff are impartial and consistent in the application of policies and regulations	_____	_____
5. Staff regulation of local programs is no greater than that necessary to assure compliance with State and Federal requirements.	_____	_____
6. Staff can and do frequently waive requirements or standards to encourage worthwhile research and experimentation	_____	_____
7. There is specific and adequate (written) provision for periodic evaluation of the program	_____	_____
8. There is periodic and adequate evaluation of this Agency program	_____	_____
9. Results of program evaluations are adequately disseminated and acted upon.	_____	_____

b. Criteria for the Organizational Structure of the Program

	Staff Comm. Anal.	Visit Team React.
1. The program has an administrative structure that fits it for a leadership role.	_____	_____
2. The organizational pattern for the Program is simple, flexible and adaptable to existing and developing needs	_____	_____
3. There is readily available, an organization chart which clearly outlines the responsibilities and working relationships with the Program.	_____	_____
4. The number of professional staff (actually employed) is adequate to achieve the objectives of the Program.	_____	_____
5. There is readily available (to all concerned) a written statement of duties and responsibilities of each professional and clerical staff member	_____	_____
6. The Program staff and their competencies are used to the best advantage in rendering services . .	_____	_____
7. The number of persons reporting to each supervisor is small enough to permit the development of satisfying working relationships on a person-to-person basis.	_____	_____
8. Program staff have sufficient autonomy to carry out the objectives of the Program within a framework of established policies.	_____	_____

	Staff Comm. Anal.	Visit Team React.
9. The responsibility for recommending and for approving allocation of funds within the Program is clearly defined and assigned.	_____	_____

c. Staffing for the Program

1. There is a clear and concise written job description which defines the duties and responsibilities for each position	_____	_____
2. One or more subordinate staff members are being groomed as potential occupants of key positions. . .	_____	_____
3. The beginning salary and salary increments are sufficient to attract qualified applicants.	_____	_____
4. The primary consideration in selecting new employees is their ability to perform.	_____	_____
5. There are adequate clerical services. . .	_____	_____
6. Average tenure is sufficient to maintain staff efficiency.	_____	_____
7. There is mutual respect, good working relationships, and adequate communication among the units within the Program.	_____	_____
8. Staff members regularly report to their supervisors.	_____	_____
9. Frank and open discussion of staff problems on a face-to-face basis is generally practiced.	_____	_____
10. Staff matters which are of a personal nature are so treated.	_____	_____

	Staff Comm. Anal.	Visit Team React.
11. Adequate time is available to the administrator of the Program for personnel management.	_____	_____
12. Adequate provisions are made on an equitable basis for staff members to attend professional meetings.	_____	_____

d. Policy Formulating for the Program

1. The Program director makes written recommendations concerning policies which should be established or revised	_____	_____
2. Staff are given opportunity to participate in policy formulating	_____	_____
3. Staff participate in reviewing current programs and in developing new programs.	_____	_____
4. Potential effect upon various facets of education is considered before policy recommendations are made	_____	_____
5. The Program has long-range goals with due consideration for (1) professional staff development, (2) instructional program development, and (3) fiscal support.	_____	_____
6. The Program makes appropriate use of advisory committees	_____	_____
7. The Program coordinates its activities closely with other department programs	_____	_____

e. Financing for the Program

	Staff Comm. Anal.	Visit Team React.
1. The budget request for the Program is supported by sufficient data and narrative to justify it.	____	____
2. Clear and concise financial summaries are made periodically.	____	____
3. The division of responsibility between Staff members involved in financial control and those who administer the Program is clearly defined.	____	____
4. Funds available for the Program have kept pace with increases in the population served and requests for services	____	____

f. Directing of the Program

1. Staff recognize, and cooperatively function within, the framework of the Department Organization.	____	____
2. Staff work primarily with administrative and supervisory personnel in local schools rather than with teachers	____	____
3. Staff work with local schools in promoting, conducting, and evaluating programs	____	____
4. There are both optimum and minimum standards for the Program.	____	____

g. Promoting for the Program

1. The responsibility for promoting is specifically assigned, but all Staff members recognize their individual responsibilities	____	____

	Staff Comm. Anal.	Visit Team React.
2. Staff recognize effective public relations must be concerned with information designed for specific groups in addition to that designed for general consumption.	____	____
3. The program maintains an up to date library of educational materials, courses of study, research reports, and publications	____	____
4. Staff conducts an inservice training program for administrators, supervisors and teachers.	____	____

h. Researching Functions of the Program

1. There is a planned program for reviewing, abstracting and disseminating pertinent research reports	____	____
2. There is planned and systematic communication between the Program Staff and others involved in pertinent research	____	____
3. Staff regard research as an essential part of sound planning and development.	____	____
4. Innovations based on research findings are field tested before being recommended for general use. . . .	____	____
5. Staff identify areas of needed research and promote appropriate action	____	____

i. Facilities, Equipment and Supporting Services for the Program

1. Staff are adequately housed for effective functioning.	____	____

	Staff Comm. Anal.	Visit Team React.
2. Staff have ready access to necessary supplies and resource materials.	_____	_____
3. Staff have access to adequate production equipment and services. . . .	_____	_____
4. Supporting services for the Program are adequate	_____	_____

(Note next page)

In an <u>over-all appraisal</u> of the effectiveness of <u>Criteria For Each Program of the Agency</u> the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

PART II RECRUITING AND UTILIZING THE VISITING TEAM

The basic purpose for the Visiting Team is to provide unbiased, somewhat interdisciplinary reactions to the Agency's Self-Analysis, and to provide insights and judgments which will be of value to The Center in formulating recommendations and related information to be included in the Final Report of The Analysis.

A. Selection and Recruitment of Visiting Team Members

The actual selection of Visiting Team members should be made by The Center, after consultation with the Director. In effect, the Director may want to make several nominations in each of several areas. Availability, competence, experience, training, reliability, compatability, location acceptability, politics, and other obvious factors are of prime importance in the selection of Visiting Team members.

The Visiting Team should include a total of about 6 persons distributed such as:

(1) One or two Directors of other State Agencies for Vocational-Technical Education

(2) Two University representatives

(3) One or two representatives from the state legislator

(4) One representative of a professional education association

The Center will recruit the best possible Team, all factors considered. Evidence of bias or preconceived opinions may warrant elimination of a prospect. Following telephone or personal discussions with those concerned, The Center will formalize contractual details with each Team member.

B. Orientation and Organization of the Visiting Team

An initial on-site meeting of the Team should mark the beginning of the Team s work. Even though Team members may have participated in previous similar analyses or evaluation activities, each member of the Team should be present for a major orientation meeting to review procedures, become

acquainted with other Team members, influence organization of the Team for work, review the Preliminary Report of the Self-Analysis, etc.

In order to expedite the work of the Visiting Team and provide continuity through The Analysis (Self-Analysis, Visiting Team and Final Report phases) a staff member of The Center will chair the Visiting Team. The Team will be divided in sub-teams for the purpose of dividing the work to be done.

The Visiting Team must necessarily stress certain guidelines:

(1) An official report of the Visiting Team's reactions will be developed, but the reactions of individual team members should be at no time revealed except while the Visiting Team is functioning officially as a team.

(2) The Visiting Team Report will be a Team report, rather than a report of the reactions of individual team members.

(3) At no time should a team member (or members) make recommendations to Agency Staff directly or personally.

(4) The Visiting Team should make suggestions to The Center which may well be utilized in the formulation of the specific recommendations to be included in the Final Report of the Analysis which The Center will submit to the Director.

(5) Demands of the assignment necessitate that all Visiting Team members be present full-time while the Team is scheduled to be in action (from the time of the beginning of the initial on-site orientation meeting until the Visiting Team Report has been completed).

C. Procedures for Operation

The procedures to be followed by the Visiting Team are as follows:

(1) All Team members report for an initial orientation session to be conducted by The Center (this will be on-site of the Agency).

(2) Each Team member should thoroughly study the Preliminary Report of the Self-Analysis.

(3) The Team will organize into sub-teams, dividing the work to be done among them, preferably two members on a team.

(4) Chairmen of the sub-team should develop a schedule of appointments with Agency staff for the purpose of acquiring information, developing impressions, and formulating reactions to each individual criterion for the areas assigned (note PART I.C. for detailed listing of the areas).

(5) The Agency Co-Chairman should, upon request by The Center, contact Agency staff to schedule appointments for the Visiting Team members to confer with Agency staff.

D. Report Preparation

The Visiting Team members will initially (through personal study, staff conference, and observation) formulate individual reactions to each criterion (in the areas assigned) and especially cogitate upon the appraisals (analyses) made by Agency Staff. In this regard, the individual Visiting Team member should then record (in the space provided) (note PART I.C.) his own reactions.

Most often, the Visiting Team will operate in sub-teams of two. The sub-team should reach agreement on reactions to each criterion and then report this to the Visiting Team as a whole. Consensus should be achieved by the Visiting Team as a whole, and this consensus recorded in the special document provided by The Center for this purpose. During the process of study, discussion and observation by Visiting Team members, each member will focus upon acquiring information pertinent to his special assignments. He should, incidentally, acquire additional information which will contribute to the development of consensus on the assignments of other members when the Team meets as a whole.

The Center will record the decisions and appropriate suggestions of Team members, and thus be responsible for formalizing the Visiting Team Report (which may subsequently be submitted to individual Team members for their corrections, additions, or deletions).

PART III THE FINAL REPORT

A. Composition

The Center has the responsibility for preparing The Final Report, which will include:

1. A summary (or the whole) of the Self-Analysis Report prepared by the Agency.

2. A summary (or the whole) of the Visiting Team Report.

3. Recommendations, with suggestions for implementation, including such factors as procedures, timing, and probable costs.

B. Preparation

The Center will make a detailed study of both the Preliminary and the Visiting Team Reports, conduct such additional conferences as may be necessary to acquire more facts or reactions and prepare a tentative draft of a Report of the State Agency for Vocational-Technical Education.

The Center (Allen Lee and/or his representatives) will discuss the tentative draft with the Director.

Thereafter, The Center will finalize the Report, have it duplicated, and submit the desired number of copies to the Director.

C. Distribution

The sole responsibility for distribution of The Report of the Analysis of the State Agency shall rest with the Director. No information, oral or written, shall otherwise be released by The Visiting Team, the Agency or Center staff, at any time without approval from the Director of the State Agency.

D. Implementation

The assumption is that the purpose of this activity (The

Analysis of the State Agency for Vocational-Technical education) is to strengthen and improve the Agency and thereby Vocational-Technical education in the state.

Hopefully, the activity will result in a report which identifies strengths that should be perpetuated and enhanced, and weaknesses or needs which warrant changes in policy, organization, and/or administration.